

Pied Piper Pre-School

Portacabin, Earls Barton Junior School, Broad Street, Earls Barton, NORTHAMPTON,
NN6 0ND



Inspection date

21 October 2015

Previous inspection date

16 November 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children enjoy positive involvement in their play from the staff. They support children to learn as they talk to them about what they are doing, asking well-placed questions and demonstrating how things work, such as weighing scales.
- Children's developing communication and language skills are well supported by the staff. They use descriptive language during play and ensure they give children enough time to consider their responses to questions. Staff listen to children's ideas and include these in the planning of activities.
- Children are safe. Staff maintain close supervision during activities and the daily routines. They carry out effective risk assessments that contribute to children's continued well-being and help children to consider the risks involved in their own play.
- Parents report positive and complimentary comments about theirs and their child's experience at the pre-school. They comment on how friendly and approachable the staff are and about how they help their children to settle in when they start attending.

It is not yet outstanding because:

- On occasion, children are unable to pursue their interests because some of the resources are broken.
- The supervision of staff is not yet rigorous enough to be highly focused on continuing to raise the quality of practice to further enhance the quality of teaching.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the availability of resources that fully supports children's interests and learning
- refine the already effective procedures for performance management and staff supervision to further promote teaching and highly focused professional development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and two members of staff. She looked at relevant documentation, such as the pre-schools self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team are well established and successful in providing effective provision for the children attending. The staff team evaluates their daily activity with the children, adjusting the planning accordingly. They have taken positive action on the issues raised at the last inspection and continue to identify their priorities for the future. Staff are encouraged to attend training courses and to use their skills in their work. This has a positive impact on enthusing the whole staff team to work well together and continue to increase the overall effectiveness of the pre-school. However, the supervision and performance management systems are not incisive enough to ensure that staff's continued professional development and individual needs are fully taken account of. The arrangements for safeguarding are effective. Thorough checking of staff at recruitment ensures that they are suitable to work with children and staff have a good understanding of how to keep children safe and promote their welfare.

Quality of teaching, learning and assessment is good

Planning is completed by the staff to take account of children's suggestions and interests. This results in children being motivated to take part in the activities. Staff focus their attention on the children during play. They show a genuine interest in what the children are doing, extending children's interest and vocabulary. They make suggestions for games the children are keen to take part in. Parents are encouraged to be fully involved in their child's learning. They receive information every day about their child and staff provide ideas for parents to help continue their learning at home. Staff gradually build on children's developing awareness of mathematics and the letters in their name, contributing to children's preparation for starting school when the time comes.

Personal development, behaviour and welfare are good

Children quickly settle to play when they arrive and they are familiar with the daily routines. There is an established key-person system which helps children to feel safe at the pre-school. Children show that they have an attachment to the staff. They enjoy the activities that staff are involved in, they are confident to ask for items they want and they are eager to help set up the table for snack and help to tidy away at the end of the session. Children are able to choose freely from a good range of play materials and books they are interested in. However, staff do not always ensure that broken resources are removed or repaired. As a result, children's interests are not captivated and sustained to enable them to fully explore their own play and ideas. Children benefit from the daily outside-play opportunities and enjoy a variety of snacks and drinks.

Outcomes for children are good

Children are making good progress. They thoroughly enjoy listening to stories, joining in with familiar refrains. They are developing independence with effective support from the staff. Children change their shoes and put their coats on ready for outside play and serve themselves at snack time.

Setting details

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|------------------------------------|---------------------------------|
| Unique reference number | 220204 |
| Local authority | Northamptonshire |
| Inspection number | 865859 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 31 |
| Name of provider | Pied Piper Pre School Committee |
| Date of previous inspection | 16 November 2011 |
| Telephone number | 01604 810010 |

Pied Piper Pre-School was registered in 1999 and is managed by a committee. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time. Sessions from Monday to Thursday are from 8.45am until 3.45pm and on Friday sessions are from 8.45am until 11.45am. The pre-school provides funded early education for two-, three- and four-year-old children.

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